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ABSTRACT

This handbook provides information targeted for migrant advocates working with the Louisiana Migrant Education student advocacy program. The handbook lists the advocate's job responsibilities and gives a job description for advocates. Because the advocate is a vital link between the family and the school system, it is important for advocates to make regular school visits. School visits address issues such as proper grade placement, missed school, needs assessment, monitoring student progress, and communication with parents. Tips and pointers for home visits are listed, including spending time socializing with the migrant family and making referrals to appropriate social agencies. Since the goal of the Louisiana Comprehensive Plan for the Education of Migrant Children is to help children succeed in school, the handbook provides eligibility guidelines for various preschool programs. Procedures for identifying and serving limited English proficient (LEP) students are given, including guidelines from the U.S. Department of Education. Secondary alternative schools are listed with contact information. Migrant advocates are encouraged to engage in public relations activities to promote migrant education programs. Items to include when sending public service announcements to the media are listed. Information on community resources and contact phone numbers are provided. (CDS)

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Migrant Child Advocate Handbook

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Louisiana Migrant Education Program

Revised December, 1998

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Introduction

Since its implementation in 1993, the Louisiana Migrant Education student advocacy program has been hugely successful. Migrant educators have recognized that migrant youngsters continue to be identified in almost all Louisiana school districts. To identify such children, assess their needs and ensure continuity of education requires a coordinated statewide effort that is child-oriented and extremely flexible. The migrant student advocacy model is just such an effort. Even though this handbook is targeted for migrant advocates, it contains pertinent information in a concise form that can be of assistance to all migrant education personnel.

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Louisiana Department of Education
Bureau of Migrant Education

Advocate Job Responsibilities

Student Advocates address the needs of migrant children in a holistic manner. They act as a critical link between home and school, and between the family and other service providers. The duties of a Student Advocate fall roughly into three categories: 1) Family Contact, 2) Coordination (Referrals and Interventions), and 3) Record Keeping.

Family Contact Responsibilities

1. Visit migrant student homes to share and gain information about students and make suggestions - when appropriate - concerning methods for parents to use to increase student learning.

2. Encourage parental participation in the school with a goal to facilitate parental independence in dealing with schools and other Federal, State, and community service agencies.

3. Assist student in communicating with school personnel including teachers, principals, guidance counselors and others.

4. Be available to assist in emergency needs and concerns.

5. Ensure that currently migratory children have basic school supplies not supplied by schools, in the event their parents cannot afford to purchase them.

Advocate Responsibilities (Cont.)

Coordination, Referral, and Intervention Responsibilities

1. Facilitate linkages among parents, family, tutors, and schools to enhance the quality of instruction.

2. Develop a knowledge of Federal, State, community and school resources, guidelines, and services and make appropriate referrals.

3. Make every effort to enroll all preschool children in appropriate programs such as Head Start, Migrant Even Start, Chapter 1, ESL, and Special Education.

4. Serve as a resource to school personnel in regular and summer school to enhance learning opportunities.

5. Work cooperatively with Migrant coordinators, recruiters, Migrant Data Specialists, tutors, and other advocates.

6. Meet with school personnel to explain program services, policies, and the role of the advocate.

7. Coordinate with school personnel to ensure that each child is receiving appropriate district services before Migrant-funded intervention.

8. Coordinate activities with employment agencies, migrant advocacy groups, growers, co-ops, farm labor groups, religious organizations and all other public or private agencies.

Advocate Responsibilities (Cont.)

Record Keeping Responsibilities

1. Conduct and maintain a current needs assessment of all assigned LEA migrant students including educational data, language assessment, school records, and recommendations and suggestions from parents, students, and school personnel.

2. Maintain accurate records of family visits, school visits and student interventions, as well as comments and pertinent information regarding all assigned students.

Basic Requirements for Advocates

1. Establish contact with all schools in assigned area.
2. Distribute information to all schools, including:
    a. Program goals, purposes
    b. Program services
    c. Toll-free phone number
    d. Name of recruiter serving area
    e. Your address and phone number
3. Verify enrollments and withdrawals on all migrant students in assigned schools.
4. Contact teachers, counselors, nurses, secretaries, and any other parties providing data for migrant student records, needs assessment or evaluation.
5. Contact classroom teacher (elementary students) immediately after student arrival, work on continuity, maintain contact with family and school.
6. Contact parents. Make home visit within one week of arrival.
7. Using all data, initiate needs assessment.
8. Link and refer to needed services.
9. Provide services not otherwise available.
10. Document all contacts, referrals and interventions.
11. Check in periodically with Migrant Data Specialist.
12. Call LOA director or state office for help at any time.

[redacted] **Job Description**

Qualifications:

1. Possess a positive attitude and demonstrate an understanding and sensitivity for the migrant lifestyle and cultural differences.

2. Demonstrate ability to implement an effective and cooperative working relationship with others.

3. Be cognizant of the services and agencies in school and community which can meet the needs of migrant children.

4. Bilingual abilities preferred, but not required.

5. Be accountable, self-motivated and able to accomplish job requirements with integrity and without close supervision.

6. Be tenacious and persistent in the location of migrant families.

7. Have good communicating and listening skills.

8. Be honest and open in communications with parents and school personnel.

9. Have a car and be willing to travel.

Nuts and Bolts

- Make sure you have office space with files and access to a telephone.
- Check in regularly with the Migrant Data Specialist.
- Establish contact with schools as soon as possible.
- Project a schedule for regular school and family visits, but be flexible.
- Set up files for all students and keep your records updated.
- Observe protocols.
- Manage time efficiently.

School Visits - Because the advocate is a vital link between the family and the school system, it is important to make regular school visits. These visits address some of the following purposes:

To assure proper grade placement
To address problems relating to re-location-curriculum change — missed school, etc.
To assist schools in obtaining information
To do initial needs assessment
To enlist teacher/school support in advance notification
To disseminate information about the MEP
To monitor student progress, needs
To help locate resources
To get information to communicate to parents

School Visits (Cont.)

Talking Points:

- The MEP is moving away from the pull-out model--we want children to benefit from regular classroom instruction to the maximum possible extent.
- The MEP will make a special effort to address migrant children's needs in holistic manners, boosting ability to learn with support services, giving supplies, linkage and referrals, as well as specific short-term interventions.
- The migrant advocate will provide a link between home and school for migrant children, and will work toward enhancement of parent involvement.
- The migrant advocate will help schools in providing educational continuity for migrant children, providing information through the data collection system (and other means if requested) on previous school enrollments.
- The advocate will ensure that migrant children are provided basic necessities--materials, supplies and support services--to participate fully in classroom instruction.

School Visits (Cont.)

- The MEP will provide special resources and programs for migrant children as year progresses and needs become evident. The advocate will be responsive to input from teachers and counselors.

- All schools and all parents will have access to MEP through toll-free telephone systems and will receive regular mailings about MEP and migrant children, including a state newsletter.

- Children will benefit if all school personnel alert MEP to withdrawal of migrant children from school (enabling us to update records and do advance notification).

- The MEP is making a special commitment to helping secondary students stay in school and graduate.

- The MEP is attempting to reach all eligible children and to improve identification and enrollment of migrant children.

- The MEP is making special efforts to inform all schools and educators of the special characteristics and needs of migrant children and the availability of the program.

Tips and Pointers

The impression you make on the migrant family is important in establishing a trusting relationship. Below are a few pointers for making home visits:

1. Greet the family in a friendly, informal and relaxed manner. Dress appropriately.

2. Spend some time socializing with the migrant family in order to help them feel at ease.

3. Explain the purpose of the visit and how the Migrant Education program works.

4. Talk about how the children are doing in school, if they need supplies, are on grade level, etc. Listen to how the parents feel about school. Are there any problems?

5. If there are problems in school, let the family know you are there to help them, to advocate for their children.

6. If referrals are needed for agencies, have the number or directions to the agency available.

7. Let the family know you will be back in touch to see if referrals to the agencies were met.

8. Give the family your business card so they will know how to get in touch with you.

Home Visits (Cont.)

Purposes:

- To establish a link between home and school
- To verify information on placement of the child and other factors affecting continuity of education
- To verify information on the child's records
- To obtain information that could be useful to child's teacher
- To obtain information on children's needs
- To offer assistance in school matters
- To provide information about community resources
- To enlist parent assistance in advance notification
- To maintain flow of information
- To monitor student needs
- To encourage parent participation in school

Process of Information

Recruiter Signs Up Family

1. Recruiter calls the Migrant Data Specialist periodically to see if there are any leads.

2. Recruiter identifies and fills out COE for child.

3. Recruiter sends COE to LOA Migrant Data Specialist wiithin 24 hours. This may be done by fax. There is a toll-free number on all receiving fax. A cover sheet will accompany the COE that will have directions to home, phone number if any, and best time to visit.

4. Migrant Data Specialist enrolls child.

5. Migrant Data Specialist notifies advocate in area where child resides. If possible, sends by fax information recruiter gave on visit. If no fax, the Specialist will give the information over the phone.

6. Advocate visits school first - very short visit to see if teacher knows of child's needs.

7. Advocate visits home. Provides parents with maps, school policies and such. Does visual assessment. Not a very long visit.

8. Advocate makes referrals.

Process of Information (Cont.)

9. If family stays, advocate follows up with another short home or school visit to see if referrals were used.

If Advocate Signs Up Family

1. Advocate is notified by Migrant Data Specialist or school personnel that a possible migrant family has enrolled in their school.

2. Advocate visits school to get information as to where the family lives and such.

3. Advocate visits home and fills out COE, at same time making visual assessment.

4. Advocate faxes copy of COE to Migrant Data Specialist within 24 hours.

5. Migrant Data Specialist fills out enrollment form and mails copy of COE to recruiter.

Guidelines for Preschool Children

The overall goal of the Louisiana Comprehensive Plan for the Education of Migrant Children FY96, which was developed as a *guide* for all LOAs and CAs, is to help migrant children succeed in school. One of the program's specific goals is that all migrant children have an opportunity to enter school ready to learn. In order to achieve that goal, the migrant program has set an objective that the percentage of migrant children ages 3-5 receiving preschool (I.e., prekindergarten) educational opportunities shall be within two points of the percentage for all children.

In order to achieve the goals and objectives related to preschool children, advocates should be aware of the following eligibility guidelines for various preschool programs for which migrant children may be eligible.

Title I

- → Children must live in the school attendance zone.
- → They must be age 4 by December 31.
- → Children will be tested to determine placement.
- → Children in greatest academic need will be served first.
- → Maximum class size is 20 children per class--a teacher and paraprofessional provide the instructions.
- → Children who are not initially selected for a class will be placed on a waiting list for spots which may become available.

Preschool Children (Cont.)

8(g) Funded Model Early Childhood

Eligibility requirements are the same as Title I Preschool.

Starting Points

- Funding source comes from a U.S. Child Care and Development Block Grant.
- Title I preschool requirements apply.
- Parent(s) must work, attend school or a combination of both.
- Only low income families are eligible.
  - 2 person family unit $16,342
  - 3 person family unit $19,763
  - 4 person family unit $23,774
- Before and after school care and snacks are provided.
- If children are eligible, presentation of health records, birth certificate, proof of residence and social security number are necessary for pre-school registration.

Head Start

Children must be at least 3 years old by the date used to determine eligibility for public school in the community in which Head Start Program is located.

A formal process of evaluating children will be used to determine children in greatest need for services of at least 10 percent of the total number of enrollment.

Opportunities must be made available for children with disabilities. Children not initially selected will be placed on a waiting list for spots which may become available.

Class size in center-based programs

4 and 5 year olds average 17-20/class
3 year olds average 15-17/class
Two paid persons (two teachers or a teacher and a teacher aide) for each class
Only low income families are eligible.

Size of Family Unit	Income
1	$ 6,970
2	$ 9,430
3	$11,890
4	$14,350
5	$16,810
6	$19,270
7	$21,730
8	$24,190

(Family units with more than 8 members, add $2,460 for each additional member).

Procedures for Identifying and Serving LEP Students

Since the first contact made with migrant families is usually by recruiters, they will generally bear the initial responsibility for identifying LEP students. State policy requires that all students entering the school system for the first time complete a Home Language Survey. Recruiters enrolling children not yet in school should complete a Home Language Survey for each child *any time it is evident that the home language is other than English.* If the children have already enrolled in school, the recruiter should ask if the Home Language Survey was completed and also ascertain whether a language assessment has been conducted.

When a recruiter identifies a migrant family where the home language is not English, he or she should FAX this information to the Migrant Data Specialist along with the COE. The specialist will notify the appropriate advocate.

The advocate, in the initial school visit, will ascertain if the language assessment has been conducted. If so, the advocate will confer with the teacher on the results of the assessment and the strategies that the school will employ to meet the child's needs. If the assessment has not been completed, the advocate will determine whether the school needs assistance in conducting it.

If the school needs assistance, the advocate should contact the State Migrant Education office. The state office can provide the assessment instrument and technical assistance in administering it *but only if it is clear that the school district lacks the capacity to do so itself.* ***(This is clearly the full responsibility of the school, but our primary concern is assuring that the needs of the migrant child are met.)***

If assessment shows that the child is Limited English Proficient, the advocate should advise the school and the teacher to contact the Bilingual/ESOL section of the Louisiana Department of Education (504-342-3454) for technical assistance in designing a program to meet the educational needs of the child.

If there are special problems in providing appropriate educational services for migrant children, contact the Migrant Education state office.

New Statutes Relating to LEP Student Services

Under Title I of the Elementary and Secondary Education Act of 1965, as amended by the Improving America's Schools Act (IASA), the following guidelines have been provided by the U. S. Department of Education:

LEP Students (Cont.)

- LEP students are eligible for Title I services on the same basis as other children selected to receive services.
- In schools operating schoolwide programs, where the goal is to upgrade the instructional program in the entire school, all children, including LEP students, are intended to benefit from the program and the needs of all students are to be taken into account in the program design.
- In targeted assistance school (schools not operating a schoolwide program), LEP students are to be selected for services on the same basis as other children — on the basis of multiple, education-related, objective criteria for determining which children are failing or most at risk of failing to meet the State student performance standards.
- No longer does an LEA need to demonstrate that the needs of LEP students stem from educational deprivation and not solely from their limited English proficiency.
- LEP students must be given the same assessments the State uses to measure the performance of all children. LEP students participating in Title I must be included in the State assessments.

LEP Students (Cont.)

- When a State's final assessments are developed (which must be done by the year 2000), students are to be assessed in the language and form most likely to yield accurate information to determine student mastery of skills in subjects other than English.

- Migrant Education funds may not be used to provide services that are required to be made available to LEP students by other state laws (e.g., through interpretations of Title VI of the Civil Rights Act, the Equal Educational Opportunities Act, and State bilingual laws).

- Migrant funds may be used to coordinate and supplement those services, as well as provide other direct service to LEP students.

Sample Checklist :

Below is a sample checklist form which you may find useful in keeping track of LEP migrant students. It can be changed to fit the needs of your

LEP Migrant Students

NAME	Home Language	Language Survey (Y/N)	Language Assess (Y/N)	Classification		
				Beg.	Inter.	Adv.
John Doe	Spanish	Y	Y		X	

Secondary Alternative Schools

PARISH	PROGRAM	CONTACT
Ascension	Ascension Parish Alternative Program	
Ascension	Eighth Grade Transitional Program	
Assumption	Alternative Diploma Program	J. Blanchard (504/369-7251)
Avoyelles	Alternate Learning Experiences Reshape Thinking (ALERT)	J.H. Wyatt (318/253-5982)
Beauregard	Academic/Disciplinary Alternative Placement (ADAP)	B. McLamore (318/463-3266)
Bossier	Bossier Achievement Center	K. McCallister (318/965-2281)
Bossier	Continuing Educational Opportunities	C. Brock (318/965-2281)
Caddo	Alternative Diploma Program	J. Stockard (318/636-0210)
Caddo	Caddo P.M. High School	R. Antoine, Jr. (318/635-8181)
Caddo	Family Crisis Center	J. Gianforte (318/221-0933)
Caddo	The J.B. Harville School Away From School	G.E. Morrison (318/869-2357)
Calcasieu	Charter Hospital of Lake Charles	M. Bono
Calcasieu	St. Louis High School	M. Bono (318/436-7275)
Calcasieu	Calcasieu P. M. High School	J. Smith (318/439-9633)
Calcasieu	Lake Charles Memorial School	A. Williams (318/494-3062)
Cameron	GED Alternative Program	
Catahoula	Alternative Vocational Curriculum Program	
EBR	Baton Rouge Magnet High School	Mary Lee Guillot (504/383-0520)
EBR	Baton Rouge Marine Institute, Inc.	Mary Ellen Jordan (504-922-5400)
EBR	CPC Meadow Wood Hosp. School/ Meadows Academy	Deborah D. Dutton (504/766-8553)
EBR	Glen Oaks P.M. School	Mary Ellen Jordan (504/922-5406)
EBR	Concord Academy/Parkland Hosp.	Dr. Ben Brooks (504/927-9050)
EBR	Juvenile Continuing Ed. Program	Jack Claunch (504/925-1247)
EBR	Northdale Magnet Academy	Leroy Helire (504/383-1812)
EBR	Scotlandville Magnet High School	Freddie Williams (504/775-3715)
East Carroll	KIND Programs of Louisiana	
Evangeline	Alternative Center for Education	
Grant	Grant Parish High School G.E.D. Program	
Iberia	Iberia Parish At-Risk Program for Secondary Students	Judith Guidry (318/364-7641)
Jefferson	Archbishop Blenk High School	David Pooley (504/367-2626)
Jefferson	Realizing Educational Achievement for Life	Mary Lauderdale (504/367-3120)
Jefferson	River Bend Hospital	Roosevelt Stewart (504/885-4747)
Jefferson	River Oaks Hospital	Dr. Carol Giffin-Jeansonne (504/734-1740)

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Secondary Alternative Schools

PARISH	PROGRAM	CONTACT
Jefferson Davis	Lake Arthur High School	Johnnie Adams (318/824-1834)
Lafayette	Acadian Oaks Hospital School	Cindy Devall (318/837-8787)
Lafayette	Adjustment and Genesis Programs	Dr. Richard Doolin (318/233-2026)
Lafayette	L'ecole de Cypres	Gary Maurin (318/233-9024)
Lafayette	Lafayette Parish Middle School Transitional Program	Jerri Callier
Lafourche	Central Lafourche Vocational Training Center	Samuel A. Hebert (504/532-3676)
Lafourche	North Lafourche Vocational Training Center	Douglas P. Granier (504/446-1306)
Lafourche	South Lafourche Vocational Training Center	Larry Pitre (504/632-4211)
Lincoln	Howard School	
Madison	KIND Programs of Louisiana	
Morehouse	Morehouse Parish Schools G.E.D. Program	Jimmy Sistrunk
Natchitoches	Alternative High School Program	Julia Hildebrand (318/352-2358)
Natchitoches	LA School for Math, Science, & Arts	Dr. Richard Brown (318/357-0635)
Natchitoches	Natchitoches Parish Alternative School	Trudy Howell (318/352-2358)
Orleans	Coliseum House School	Dolores Perrien (504/897-9700)
Orleans	East Lake Hospital Learning Center School	Penny Axlerod (504/241-0888)
Orleans	Educational Support/Truancy Centers Alternative School	Dr. J. Coman (504/483-6460)
Orleans	Impact	Patricia Watson (504/486-5401)
Orleans	Lancaster Academy/DePaul Hospital	Larry Jones (504/897-5754)
Orleans	Odyssey Alternative School	Henry Buscher (504/821-9211)
Orleans	P.M. Senior High School (Eastbank)	Elaine White (504/527-0465)
Orleans	Urban League St. Academy	Murphy Sanchez (504/523-3560)
Orleans	Youth Study Center Program	Dr. Connie Dolese (504/286-2906)
Ouachita	Woodland Hills Hospital School	Foley Nash (318/396-5900)
Plaquemines	Plaquemines Parish Alternative School	Helen Dnaielson (504/564-2743)
Rapides	High School GED Program	Rubin Bashnell (318/487-0888)
Rapides	Ewell Alken Optional School	
Rapides	Kelso-Twin Cities High School	Clifton Cowan (318/442-6936)
Rapides	P.M. High School	Reuben Bushnell (318/487-0888)
St. Bernard	Career Opportunity Preparation Education (COPE)	
St. Bernard	GED Preparation Alternative Program	Marilyn Kimball (504/271-2533)
St. Bernard	Juvenile Detention Facility	
St. Charles	Eight and 1/2 Program	

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Secondary Alternative Schools

PARISH	PROGRAM	CONTACT
St. Helena	Alternative to Suspension, Expulsion, Absenteeism, and Drop-Out (SEAD)	
St. James	St. James Parish Alternative School	
St. Landry	GED Program for At-Risk Students	Andrew Leon (318/826-7360)
St. Martin	Episcopal School of Acadiana	Dr. T. D. Grayson (318/365-1416)
St. Martin	Project Completion	
St. Mary	Alternative Program for G.E.D. Preparation	
St. Tammany	Career Opportunity Preparation Education	Dr. Maria Guillott (504/892-2276)
St. Tammany	Three Rivers Academy	Art Williams (504/892-3126)
Tangipahoa	Tangipahoa Magnet High School	Blanche Guillot (504/542-5634)
Terrebonne	Curriculum Alternative Track	Ray J. LeBouef (504/876-7400)
Terrebonne	Genesis	Ray J. LeBouef (504/876-7400)
Vermilion	Vermilion Parish G.E.D. Preparation Alternative Program	Susan Richard (318/898-5722)
Vernon	Vernon Parish Alternative Program	
Webster	Webster Parish Alternative School	West Moses
West Feliciana	West Feliciana High Pre-GED and GED Alternative/Drop-Out Prevention Program	Rodny Lemoine (504/635-4561)
Winn	Winn Parish High School Alternative	James F. Bennett (318/628-6936)
Bogalusa City	P.M. Senior High School	
City of Monroe	A Performance-Based Diploma Program	James B. Johnson (318/325-0601)
City of Monroe	Opportunity Learning Center	
DPS	Louisiana Training Institute (LTI)	Gail Rambin (504/342-2654)

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Public Relations Activities

Good public relations for your Migrant Education program can begin with a single step of sending key information to the state office for inclusion in the Migrant Education state newsletter, *En Route*. Local newspapers, radio and television stations will publish and broadcast brief summaries of educational and other public interest messages. Here are some of the items to include when you send a public service announcement to the media:

- ✓ Name of parish or LOA
- ✓ Names of Migrant personnel who work in the program including student advocates, recruiters, translators, coordinators and Migrant Data Specialists
- ✓ Phone number of coordinator/administrator
- ✓ Approximate number of children being served
- ✓ Key events, activities, or stories of human interest (Include dates, times, places)
- ✓ Results or expected results experienced. For example: significant gains in test scores, achievement by a single migrant child or family
- ✓ Outside resources you are using to enhance the program such as civic organizations, local and state government agencies, local businesses, etc.

Public Relations Activities (Cont.)

- ✓ Involvement by local school personnel and parish administrators, supervisors, school board members, parents, etc.

- ✓ Prizes, certificates, and awards garnered by the program or its participants or personnel

Brochures have been developed by the SEA and numerous LOAs. Revise these materials to suit your needs. Leave copies of these at service agencies and organizations such as CO-OPs, JTPA programs, churches and visitor's centers for non-migrant functions such as workshops, conferences, or training sessions. Exchange business cards with persons you meet and look for ways to foster cooperation and make referrals.

Display the Migrant Education logos and materials prominently in your office and on the materials you carry into the homes and schools. Make sure the goals and objectives of your program are visible. Wear your Migrant Education logo pin.

Make presentations at professional and school organizations and community service clubs to spread the word.

Write *thank you* letters routinely.

Prepare bulletin board items for display at local schools or school boards.

Community Resources

All advocates should possess the Louisiana resource handbook for a fast and reliable way to find resources the migrant families may need. Although this program is essentially geared toward providing educational assistance to migrant children, we have found that if a child's basic needs are being met — food, clothing, shelter, and health needs — then the educational needs will stand a much better chance of being achieved.

Some agencies, programs, and community groups which you may refer migrant families to are Head Start, area churches, tutoring services, utility assistance, financial assistance, Even Start, Parish Health Unit, United Way, Easter Seal, Immigration, food stamp/welfare program, Special Education, HUD, transportation services, Title I, Social Security benefits, Medicaid, WIC, MET, and ESL services.

Depending on the circumstances, there are some cases in which Migrant Education may be able to provide tutoring, home visits, interpretation services, transportation, and school supplies.

Since each case is unique and the needs of migrant families are diverse, the advocate's job is to determine to the best of his/her ability exactly what the needs of the migrant children are, and try to see that those needs are met by the resources available.

Regional Directory

LOA	Agency	Local	Toll Free
1.	Union Community		
	Action Agency	318/368-7027	800-725-9701
	FAX	318/368-2842	800-864-2201
2.	Ouachita Parish		
	School Board	318/387-6417	800-725-9702
	FAX	318/324-5466	800-864-2202
3.	Delta Community		
	Action Agency	318/574-2163	800-725-9703
	FAX	318/574-2165	800/864-2203
4.	LA Dept. of Education		
	South Voice	504/342-3517	800-725-9704
	South FAX	504/342-6485	800-864-2204
	North Voice	———	800-725-9799
	North FAX	———	800-725-2200
5.	Natchitoches Parish		
	School Board	318/352-1901	800-725-9705
	FAX	318/357-0653	800-864-2205
6.	Jefferson Davis Parish		
	School Board	318/824-0597	800-725-9706
	FAX	318/824-4112	800-864-2206
7.	Iberia Parish		
	School Board	318/364-7641	800-725-9707
	FAX	318/367-9611	800-864-2207
8.	Tangipahoa Parish		
	School Board	504/542-7290	800-725-9708
	FAX	504/542-0940	800-864-2208
9.	Lafourche Parish		
	School Board	504/532-2508	———
	FAX	504/532-7360	———
	Terrebonne Voice	504/851-0936	800-725-9709
	Terrebonne FAX	(Same as voice)	800-864-2209
10.	Jefferson Parish		
	School Board	504/349-7701	800-725-9710
	FAX	504/349-8539	800-864-2210
11.	Orleans Parish		
	School Board	504/365-5592	800-725-9711